

Pupil premium strategy statement

School overview

Metric	Data
School name	Abingdon Primary School
Pupils in school	547
Proportion of disadvantaged pupils	43.5%
Pupil premium allocation this academic year	£336,110
Academic year or years covered by statement	2018-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Adam Cooper
Pupil premium lead	Debbie Harrison
Governor lead	Fazia Hussain

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.20
Writing	-4.68
Maths	1.43

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	CPD for all teachers to ensure high quality provision for the teaching of writing across school. Bespoke, laminated exercise books to be designed and printed for writing in order to promote high quality work that children will take pride in.
Priority 2	Children have a range of enriching 1st hand experiences to support their learning and language development. They will be provided with memorable life experiences and enriching the curriculum through local visits, visitors and virtual online tours/museums that are linked to the topic.

Barriers to learning these priorities address	<p>Teachers have strong subject knowledge and are confident in delivering a consistent, school wide approach to the teaching of writing.</p> <p>Lack of experiences which can have a detrimental effect on academic progress.</p> <p>Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication.</p>
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2022
Phonics	Achieve national average expected standard in PSC.	July 2022
Other	Ensure attendance of PP is in line with national average.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (keep up not catch up model), and provide small group intervention for the lowest 20% of readers.
Priority 2	All year groups to have a reduction in class size with three classes per year group and at least one teaching assistant supporting teaching and learning in each class. This facilitates more accurately differentiated learning and an increase of high-

	quality feedback to meet the needs of disadvantaged pupils.
Barriers to learning these priorities address	<p>A consistent approach to high-quality phonics learning.</p> <p>High mobility of pupils in and out of school, as well as a large percentage of children having English as a new or additional language (91%), impacts on consistency in attainment. Learners need to make accelerated progress in order to catch-up on lost learning due to school closures.</p> <p>Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication.</p>
Projected spending	£236,100

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Extended school.</p> <p>Free daily breakfast club in class so that all children have a suitable healthy breakfast and are focused and ready to learn at the beginning of the school day. After-school clubs provide opportunities for children to take part in further fitness activities and those that promote good mental health such as music and singing.</p>
Priority 2	<p>Provide support for children, and families who are facing difficulties and/or have social and emotional needs.</p>
Barriers to learning these priorities address	<p>Reducing the number of children arriving late. Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Limited understanding of healthy routines (including a nutritious diet) leads to poor health and wellbeing.</p> <p>Challenging family circumstances, high levels of deprivation and a diverse range of family needs.</p> <p>Mental health issues which can result in lack of concentration and behavioural issues, especially with LAC children.</p>
Projected spending	£80,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. (EEF)</p> <p>Families unable to afford the cost of visits.</p>	<p>Wide range of high quality CPD (virtually, or socially distanced)</p> <p>Monitoring: lesson plans, learning walks, book scrutinies, lesson observations.</p> <p>Support from SLT.</p> <p>School to provide a wide range of curriculum linked and enrichment first hand experiences</p>
Targeted support	Ensuring enough time is given over to allow for staff personal development.	<p>Use of PD days and staff meeting time.</p> <p>Support from SLT where needed.</p>
Wider strategies	<p>Children arriving late/not attending.</p> <p>Engaging the families facing most challenges.</p> <p>Engaging children with emotional and behavioural needs.</p>	<p>EWO & PSA to engage with families.</p> <p>Independent play therapist employed to work with children with most needs.</p> <p>THRIVE trained SENDCO to work with children identified with emotional needs.</p> <p>Behaviour Lead employed to monitor behaviour, offer therapy sessions to those children with ongoing behavioural issues.</p>